

Luddites in the Classroom: Who Are the Roadblocks on the Way to
Technological Implementation in the Classroom

Joe Bustillos

Annotated Bibliography

- Laffey, J. Appropriation, mastery and resistance to Technology in early childhood preservice teacher education. *Journal of Research on Technology in Education*, 36(4), 361.

One of the common complaints regarding technological implementation in the classroom is the lack of teacher training that is available. My curiosity regarding this article is how this program, with its intentional use of technology, influenced these teachers' later use of technology when they became classroom teachers. One of the most interesting things about this study is the suggestion that it's not just one thing that leads to a teacher becoming successful at fully using technology in the classroom

- Dawson, C., & Rakes, G. C. The influence of principals' technology training on the integration of technology into schools. *Journal of Research on Technology in Education*, 36(1), 29.

When it comes to the integration of technology in the classroom how much does the principal's own technology training play a role in how this is handled. This study looked at the correlation between the level of integration the principal's own experience and other factors such as age, gender, years of administrative experience. Part of my wanting to include this study is to help round out the "usual" suspects when it comes to determining factors of success in bringing technology or technological integration to a school site.

- Eskelin, A. (2001). *Technology Acquisition: Buying the Future of Your Business*. San Francisco, CA: Addison-Wesley.

I was attracted to this "manual" because it breaks down the various steps needed to meaningfully implement technology in ones business. Unfortunately, it's been my experience that technological acquisition and implementation at K-6 school sites is often left to whomever happens to be in the office when the principal is reminded that they need to turn in a P.O. that afternoon or they'll lose their portion of the fund. In some school districts the purchasing is carefully controlled, but to the point where the implementation is a "one-size fits all" sort of thing that does not engender innovation or progress.

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Your sources seem to address your topic well, and your annotations are detailed enough to make it easy for you to differentiate between sources. One suggestion would be to include how you might use each source in the future- this will prove to be especially helpful as you continue to use Endnote for other courses, and even more so when you begin gathering and reading sources for your dissertation. Well done overall.

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Comment: Use sentence capitalization for book titles- capitalize only 1st word, proper nouns, and 1st word after a colon.

Finn, S., & Inman, J. G. (Year?). Digital Unity and Digital Divide: Surveying Alumni to Study Effects Of a Campus Laptop Initiative. *Journal of Research on Technology in Education*, 36(3), 297.

Another interesting study about a "successful" technology implementation that was large and somewhat "top down." The study was largely concerned with digital divide and gender-bias related to technology issues. But there's something to be said about a large scale technology roll-out that shows positive results ten-years after it's implementation. The relevance of the study may not be so great, considering that my focus is on technology roll-outs and resistance on K-5/6 school sites.

Kirkland, J. J., & Gorman, M. Introduction. *Library Trends*, 47(4), 605.

Not a research article but one about when technological implementation seems to be getting in the way of the basic enterprise of the job. It seems to be another case where a certain level of automation, meant to make the librarians' job easier has very much taken on a life of its own.

Kozma, R. B. Technology and classroom practices: An international study. *Journal of Research on Technology in Education*, 36(1), 1.

This study looks at technological implementation in 28 countries. Part of my thought is that much of the complaints about technological implementation in the US might be, in part, based on not have a large enough view on how technology can work in the classroom around the world.

Mellon, C. A. Technology and the great pendulum of education. *Journal of Research on Computing in Education*, 32(1), 28.

This article acknowledges that there is a big picture in the implementation of technology and educational practice that tends to sweep from one extreme to the next. This article dares to ask just how important the individual teacher is to the successful use of technology in the classroom. It looks at the promises made by the vendors that the learning process can be reduced to a software package, making the human teacher less critical to the process.

Rheingold, H. (2002). *Smart Mobs: The Next Social Revolution*. Cambridge, MA: Basic Books.

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Comment: Good APA format

This book was the catalyst for my queries about who or what it is that will hold up full implementation of technology in the classroom. Rheingold's observation of the growing ubiquity of technology in the hands of young people is creating unexpected detours around cultural limitations and in fact changing those cultural obstacles in the process. In the course of my reading I began to wonder how K-6 education will change, how the classroom will be effected, will the classroom teacher who is disconnected from this process of change be worn away like so many dissolving boulders in this river of change. Will this inability to keep up this gap between the world of the mobile messengers and the pre-MTV school culture, will it eventually render that school culture irrelevant?

Shuldman, M. Superintendent Conceptions of Institutional Conditions That Impact Teacher Technology Integration. *Journal of Research on Technology in Education*, 36(4), 319.

Does the success of a teacher's implementation of technology depend on the quality of support that teacher gets from his/her school district. How much responsibility does a district bear in the development of a teacher as a computer using educator? This article looks at that question from the point of view of the district's superintendent.

Vannatta, R. A., & Fordham, N. Teacher Dispositions as Predictors of Classroom Technology Use. *Journal of Research on Technology in Education*, 36(3), 253.

This study looks at teacher attributes and tries to determine which ones indicate which teachers will become technology using educators. The survey looked at professional development, amount of technology in the classroom, the teachers' philosophy and comfort with change over all.

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